

2015 Educator Preparation Institution Performance Score

Presentation:

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Title II Requirements

- Federal mandate: Higher Education Act (HEA), Title II, Section 208
 - Identify and assist teacher preparation programs not performing at a satisfactory level
 - Annual list:
 - “Low Performing” Status
 - “At Risk” of low-performing status

2015 Educator Preparation Institution (EPI) Performance Score

- Revised EPI performance metrics presented to State Board of Education (SBE) in August 2013
- Second year of implementation
 - Preserve and strengthen multiple measures methodology
 - Improved alignment to current priorities and policy direction
 - Ongoing consideration of feedback from stakeholders

2015 EPI Performance Score Goals

- Content and pedagogy (50% of score composite)
- Demonstrate continuous improvement related to MDE's priorities (20% of score composite)
- Effectiveness in the classroom (30% of score composite)

2015 EPI Performance Score Data Sources

- Michigan Test for Teacher Certification (MTTC) three-year aggregate passing percentages (content areas only)
- Survey data
 - Teacher Candidates
 - Candidate Supervisors (EPI faculty)
- Educator Evaluation data (point scores attributed to earned labels)

2015 EPI Performance Score MTTC Calculation

- Only content area tests used; Professional Readiness Examination (PRE) does not count toward EPI performance
- Three years of passing percentages
- “Best Attempt” used (candidates may test more than once)
- Closed programs not counted for that year
- Changes in Social Studies and Elementary Education tests considered

2015 EPI Performance Score Survey Results

- Two data gathering windows
 - Fall/Winter 2013
 - Spring/Summer 2014
- Survey items aligned to MI-InTASC standards in seven categories
- Candidate Supervisors asked for perception data along these categories
- Teacher Candidates asked for perception data along these categories plus clinical experience

2015 EPI Performance Score Survey Results (cont.)

- Respondents provided perceptions along four-point Likert scales
 - Strongly Disagree
 - Somewhat Disagree
 - Somewhat Agree
 - Strongly Agree
- Efficacy rates for each category were calculated from percentage of “Somewhat Agree” and “Strongly Agree” among the total number of responses

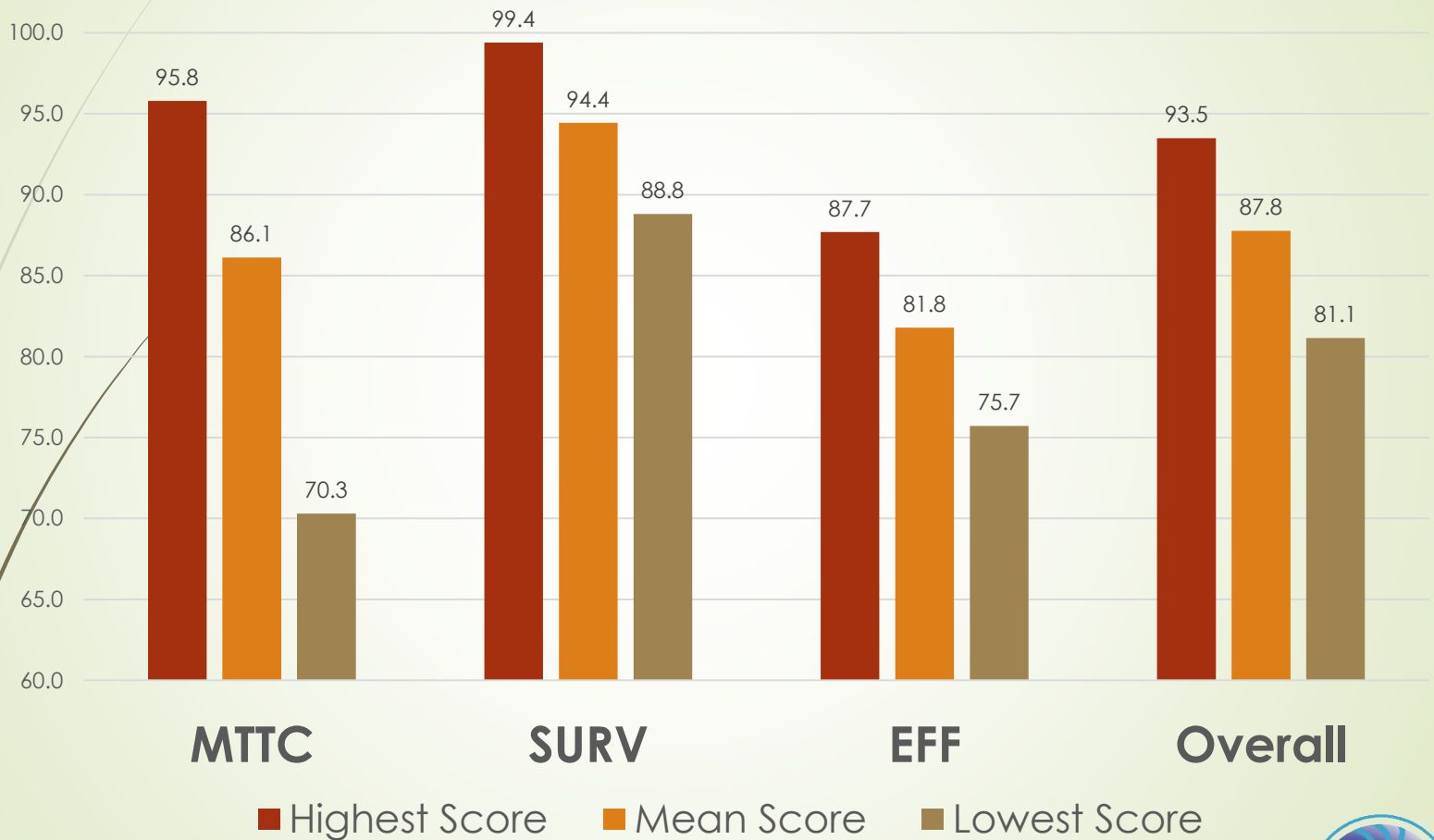
2015 EPI Performance Score Educator Effectiveness Labels

- First three years of teaching within five years from certification; three years of effectiveness labels possible
- N size ranged from 2 to 1280
- Lowest EPI had 82% teachers effective or higher
- Mean was 95% of teachers effective or higher

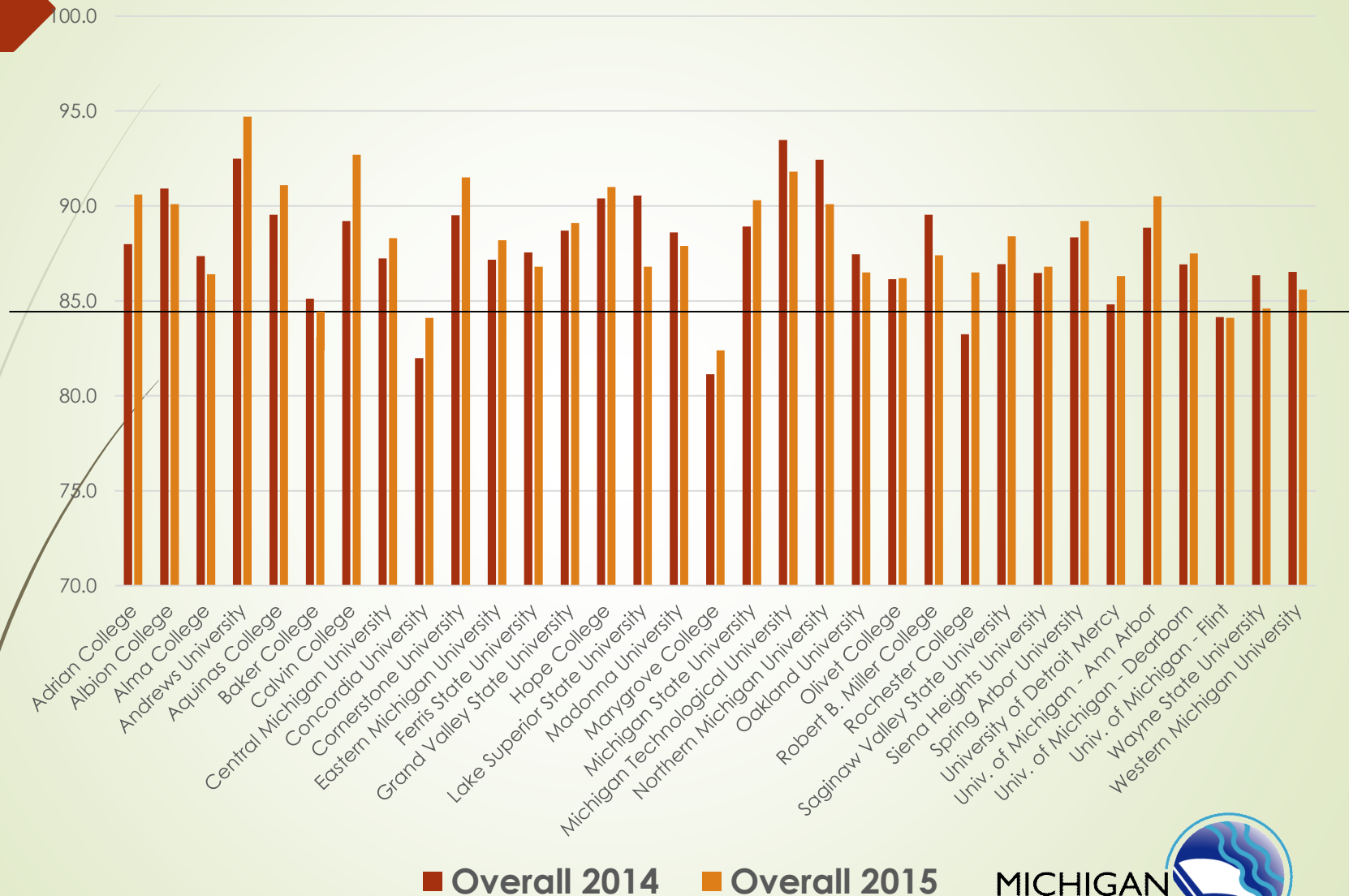
2015 EPI Performance Score Educator Effectiveness Labels

- Point score was attributed to each label earned
 - Highly Effective: 1.00 points
 - Effective: 0.80 points
 - Minimally Effective: 0.30 points
 - Ineffective: 0.00 points
- Weighting applied for different years of experience

2015 EPI Performance Component and Overall Scores



Overall Performance by EPI, 2014 to 2015



2015 EPI Performance Score Standard Setting Process

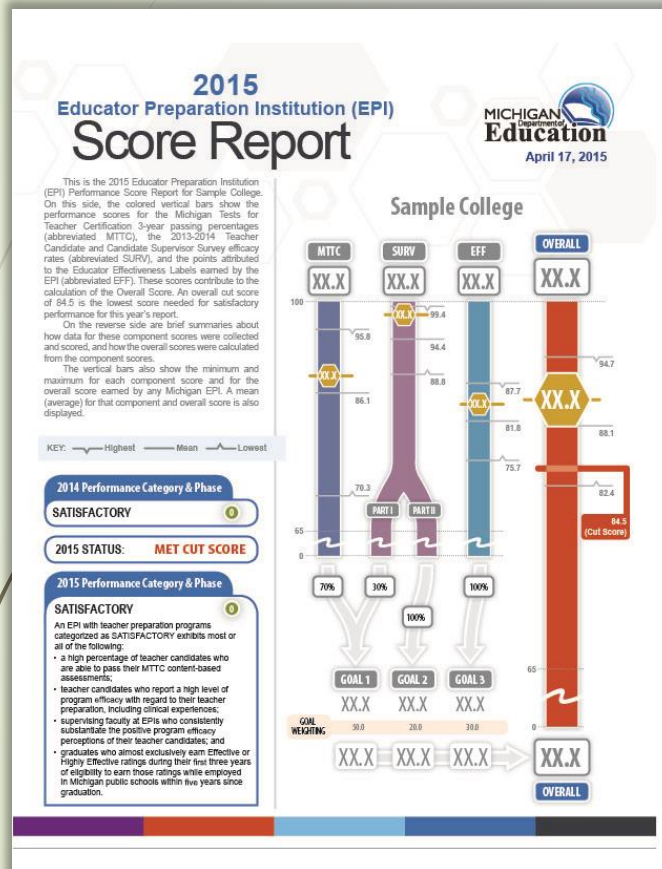
- K-12 Educators and EPI Representatives
- Data review with EPIs' identities masked and "mock" EPIs introduced
- Technical Manual

Appendix A

2015 EPI Performance Score Standard Setting Process (cont.)

- Cut score recommendation made to determine resultant corrective action phase
- 2015 cut score set at 84.5
- 2014 cut score was 84

2015 Individual Score Reports



Michigan Tests for Teacher Certification (MTTC) Component Score

To calculate this component score, the Michigan Department of Education (MDE) used a three-year combined passing percentage of all MTTC content area tests. These were administered to eligible candidates (as verified by each EPI). MTTC passing percentages used in the EPI Performance Score represent the "cumulative" or "best attempt" of all eligible test-takers for content areas, across an unlimited number of testing opportunities. To calculate the combined passing percentage, the number of "best attempt" passing results during a three-year period was divided by the total number of first-time registrations over the same period. The combined passing percentage is not based on the number of times a candidate attempts a given MTTC test during the three-year period. For the calculation of the 2015 EPI Performance Scores, passing percentages from the August 2011 through the July 2014 administrations of content area tests were used; scores for program areas that had been closed during the three-year period were factored out for the purposes of calculating this component score.

Teacher Candidate and Candidate Supervisor Survey Efficacy Rates (SURV) Abbreviated SURV on this report

To calculate this component score, perception data were gathered at two points during the academic year from teacher candidates (TCs) who evaluate their experiences in the teacher preparation programs. These perceptions are matched with corroborating data from the candidate supervisors (CSs), from each EPI, who work with and directly supervise the clinical experiences of those teacher candidates. For the 2015 EPI Performance Score, survey responses were collected from the Fall/Winter time span (late 2013 to January 2014) and the Spring/Summer time span (April 2014 to July 2014).

Each survey audience responded to questions across six categories (for CS surveys) or seven categories (for TC surveys) with each item in those categories featuring a four-point Likert scale. These responses were combined to generate an overall total of all responses across all categories by Likert number. The SURV score on this report represents the total rate of efficacy, defined as the overall percentage of "3" and "4" responses on the Likert scale across all categories, across both sets of surveys, per survey type (TC or CS).

Teacher Effectiveness Rating Scores (EFF) Abbreviated EFF on this report

Once each year, teacher effectiveness labels are captured by the Registry of Educational Personnel (REP) indicating whether teachers are considered "Highly Effective," "Effective," "Minimally Effective," or "Ineffective" according to several factors that include student academic growth on statewide assessments. From the data captured by the REP, the MDE applied a point attribution methodology to create a third component score based on the ratings of teachers who

received their initial certification from Michigan's EPIs.

To compute this component score, the MDE began with data on the effectiveness ratings of teachers in their first three years of experience who had effectiveness labels over a five-year period. Next, MDE assigned a point value to each effectiveness rating. "Highly Effective" labels were worth 1.00 point, "Effective" labels were worth 0.80 point, "Minimally Effective" labels were worth 0.30 point, and "Ineffective" labels were worth zero points. Finally, a weighting factor for each year of these three-year scores was applied; first-year labels were assigned a factor of 0.3, second-year labels 0.5, and third-year labels 0.2. These weighted three-year totals were then added together to create a score out of 100 possible points.

Overall Score Calculation

The EPI Performance Score has three underlying measurement goals:

1. Ensure that the EPI has prepared candidates to be effective classroom teachers through exposure to content and pedagogy.
2. Ensure that the EPI has the capacity to prepare teachers effectively and demonstrates continuous improvement related to MDE's priorities.
3. Ensure that program graduates meet standards for effectiveness aligned to MDE policy.

70% of Goal 1 is derived from the three-year MTTC passing percentages, and 30% of Goal 1 is derived from the survey efficacy ratings. The survey efficacy ratings contribute exclusively to Goal 2, and the teacher effectiveness rating point scores contribute exclusively to Goal 3.

These goals have a relative weight within the overall score to reflect their significance. However, in order to compensate for smaller teacher preparation programs, different weights for the three goals were applied before the overall score was calculated, depending on the proportion of teachers at each EPI who had effectiveness labels. To separate the EPIs into "bins" based on this proportion, the total number of teachers who had received teacher effectiveness labels attributed to an EPI was divided by the total number of teachers who had completed a program at that EPI. The percentages and weighted scores are compared in the table below:

Percentage of program completers who had effectiveness labels	Weight for Goal 1	Weight for Goal 2	Weight for Goal 3
1% to 10%	70	30	0
11% to 20%	63	27	10
21% to 30%	56	24	20
31% or more	50	20	30

Appendix B

Corrective Action System

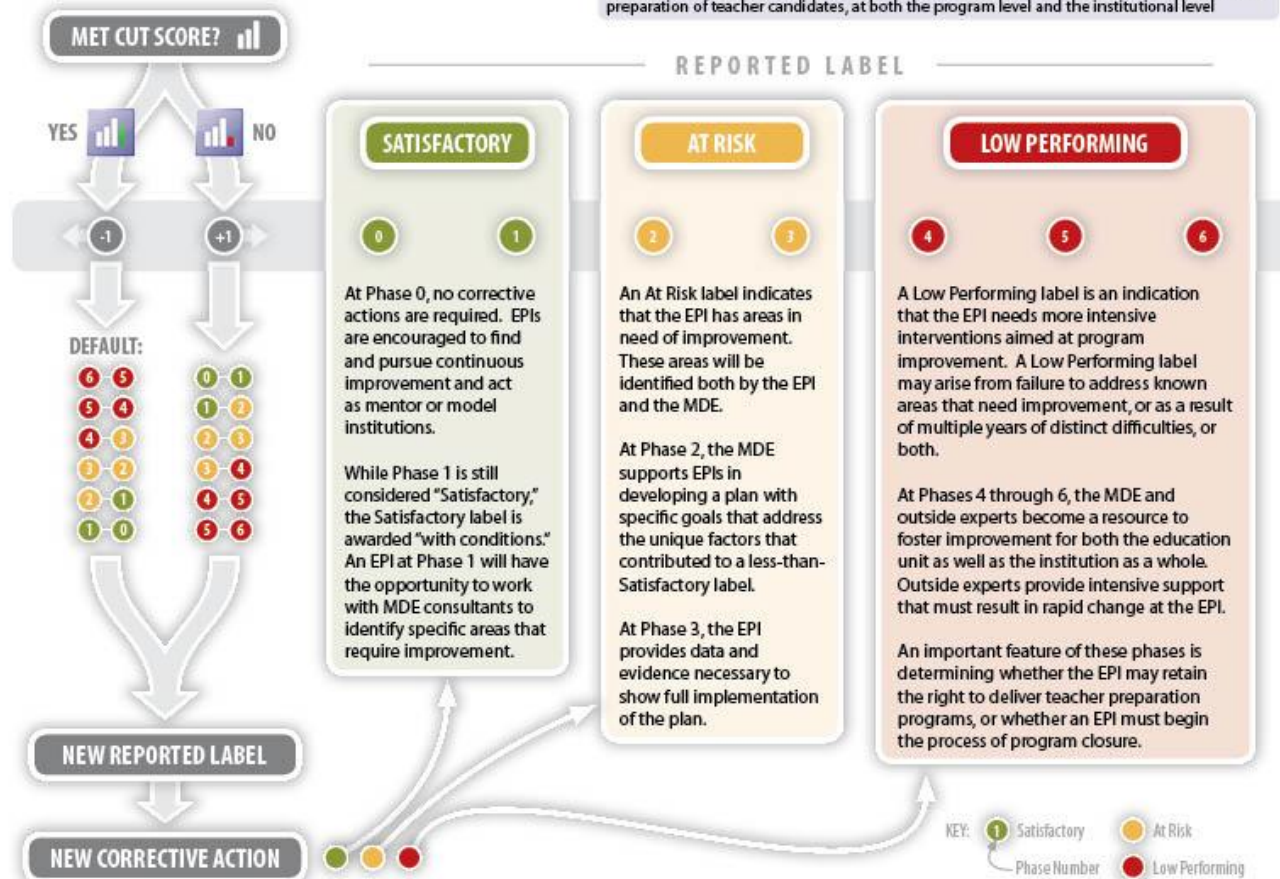
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2015 EPI PERFORMANCE CORRECTIVE ACTION SYSTEM

Last Updated 4-16-15

THE PURPOSES OF CORRECTIVE ACTION

1. To identify areas of improvement within teacher preparation programs at each EPI
2. To increase responsibility among EPIs to resolve areas of improvement
3. To include MDE and outside experts in the process of fostering improvement regarding the preparation of teacher candidates, at both the program level and the institutional level



Appendix C in the
Technical Manual

2015 Corrective Action Status

EPI CATEGORY STATUS CHANGES FOR CURRENT YEAR

Last Updated 4-16-15

KEY:  Closed  Satisfactory  At Risk  Low Performing

EPI	2012	2013	2014	2015
BAKER		2	1	0
CONCORDIA		2	3	4
FSU		2	1	0
MARYGROVE		0	1	2
ROCHESTER		4	3	2
UM-FLINT		4	3	4

Appendix C

2015 Corrective Action

- 2015 responsibilities will continue to be customized to meet the needs of the MDE and EPI
- 2015 will see the continuation of a “menu of choices” for corrective action rather than previously prescribed actions

2016 EPI Performance Score

- “Year Out” survey
 - Begun in 2014
 - Opens May 1, 2015
- K-12 Cooperating Placement Teacher (CPT) Survey
 - Opens May 1, 2015
- Looking ahead for 2016: new metrics and data calculation system under new HEA regulations

Questions?

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